

Building Level Professional Development Plan Workbook

Suggested Structure for Developing a
Building Plan from the
District Career Development Plan

The Building Level Professional Development Plan is a tool for implementing the District Career Development Plan (DCDP) at the building level. The DCDP is part of the Comprehensive School Improvement Plan (CSIP) and is required of public school districts (IAC 281—83.6(2)). The optional building level plan for professional development is recommended to clarify the actions needed to address student learning needs and design professional development at the building level. The Individual Teacher Career Development Plan is based on the goals established in the district plan and should align closely with the building plan for professional development. The Iowa Teaching Standards and Criteria must be addressed by the district, building, and individual plans for professional growth.

Both the DCDP and the Building Level Professional Development Plan are based on the Iowa Professional Development Standards. The Iowa Professional Development Model provides guidance and technical assistance to assist schools, districts, and area education agencies as they implement professional development for student achievement in their setting. This workbook follows the Iowa Professional Development Model and provides a series of steps and suggestions for school teams to use as they build a plan for putting implementing the DCDP in their setting. (The components of the IPDM are highlighted in gray.) For buildings that already have a professional development plan in place, the workbook may be used to review the plans to ensure that all essential elements are in place. The SINA building action plan is an example of another format for recording plans.

It is recommended that the building plan be developed jointly by the school administrator, teachers, and others. See the following page for information about establishing a building level leadership team. Use this workbook to help the leadership team consider the district and building data and goals, as well as the local context for planning, making decisions, and communicating information.

The workbook is a companion document to the *Iowa Professional Development Training Manual*. For electronic version of the *Building Level Professional Development Plan Workbook* and the full text of the *IPDM Training Manual* see: <http://www.state.ia.us/educate/ecese/tgt/tc/prodev.html>

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Form a Professional Development Leadership Team

- Read the suggested purposes, composition, and facilitation ideas.
- List team members and roles below.
- Set a schedule for PD Leadership team meetings and add to calendar.

Suggested Purposes of a Leadership Team:

- ☐ To help organize and support various professional development functions.
- ☐ To engage in participative decision making -- the democratic decision making processes for keeping teachers involved and informed.
- ☐ To help principals sustain a focus on instruction and keep professional development functions going.
- ☐ To distribute leadership up and down the organization.

Suggested Composition:

- ☐ Teachers representing various grade levels, content areas and role groups, i.e., elementary, middle school, high school, special education, Title I, gifted and talented, general education, etc. (Include individuals who have specific expertise in content, collecting and analyzing data, assessment, professional development, etc.)
- ☐ Principal
- ☐ Central office, i.e. directors of curriculum, staff development, and school improvement
- ☐ AEA provider/consultant(s)

Suggested Facilitation:

- ☐ Clarify roles of the team, e.g. assisting with the collection and analysis of data; facilitating building meetings between training sessions; helping to collect and organize implementation data; demonstrating strategies; supporting the establishment of collaborative teams.
- ☐ Establish a protocol for meeting routines and a framework for agendas.
- ☐ Determine how meetings will be monitored and what data will be collected (Collect meeting artifacts, i.e., meeting agendas and minutes).

List PD Leadership Team members below.

Identify the roles of the building PD Leadership team:

Add PD Leadership Team meeting schedule to building calendar.

Collecting and Analyzing Data

- Review the district level data in the CSIP and in other tables and charts (See Constant Conversation #1).
- Describe student data at the building level. Consider questions on the following page.
- Record answers to questions below. Attach tables and charts.
- Discuss data with leadership team and full faculty using “Discussing Our School’s Data – Response Sheet”.

Data Analysis Statement

Question 1:

Findings:

Question 2:

Findings:

Question 3:

Findings:

Question 4:

Findings:

Question 5:

Findings:

Collecting and Analyzing Student Data

Questions to Study Student Needs at the School Level

For suggestions on where to find data to answers these questions and methods for analyzing the data see Part 4 pages 21-22 of the IPDM Training Manual.

Sample of school questions:

1. What areas of reading/math are most difficult for our students? (For example, item analyses of ITBS/ITED data will reveal scores for sub-categories of reading such as “decoding”, “using context clues”, “determining main ideas”, etc.)? What are the strongest skill areas for our students in reading and math? What are the weakest areas?
2. Do we have overlap among our sub-groups? (For example, how many of our students with disabilities receive free/reduced lunch? How many of our low SES students belong to ethnic minorities? Etc.)
3. Did any sub-groups lower on portions of the ITBS than the rest of our student population?
4. What are the reading scores of students who have dropped out of school this year?
5. How often do poor readers get referred in a given year? Are poor readers referred to office for discipline problems more often than good readers?
6. How much independent reading do our students do? At school? At home?
7. What supports for struggling students are present in our school, neighborhood, and community? Do we know how effective they are?
8. Why are our students referred to the office? What are the most common forms of student misbehavior in our school?

Sample of department/grade level questions

9. What specific comprehension tasks account for any decline in overall comprehension scores on the ITBS?
10. How many of the 9th grade students reading below the 40th percentile on ITED are earning D's or F's in English I?
11. When we examine the item analysis data for each academic area on the ITBS/ITED, are there any weaknesses discovered in specific items consistently across all the grades?
12. How many of our students failed specific classes? For Example: How many failed English I?

Collecting and Analyzing Data

Discussing Our School's Data – Response Sheet

This worksheet provides a structured way to facilitate a discussion about data. The PD leadership team should discuss the data and record the team's responses to the questions regarding the data. As soon as the data is organized and ready to share, the leadership team and principal should share the data and facilitate a discussion with the full faculty. This information will support goal setting and other decision making about professional development.

School Name: _____ Data Analyzed By: _____

Data Collection Period: _____ Date of Analysis: _____

Type of Data Analyzed: *(Check the data source you are analyzing.)*

Student Performance Data

___ ITBS/ITED

___ Diagnostic: _____

___ Grades or Progress Indicators

___ Other: _____

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1. What do you notice when you look at these data? What are you comfortable saying about student or staff performance based on these results?
 2. What additional questions do these data generate?
 3. What do these data indicate students need to work on?

Based on these data, what can we infer teachers/administrators need to work on?

4. What do the results and their implications mean for your instructional practices and building-level professional development plan?

Goal Setting

Establishing a Target for Building-Level Professional Development

List the Annual Improvement Goals or Annual Measurable Objectives for your building (Reading, Math, Science).

List the Professional Development Target listed in the District Career Development Plan:

A PD target is narrower than the broad annual improvement goal/ annual measurable objective. For example, a goal might be to improve reading by x percentile. Data analysis indicate that inference is a difficult skill for most students and may be contributing to low scores in reading comprehension. Therefore, a professional development target would be to increase reading comprehension by improving student's skills in making inferences.

List the Professional Development Target for your building (if more specific than the one listed above).

Selecting Content

Describe the content to be studied. (See DCDP)

The PD Leadership Team should read the studies and select one or two studies that support the practices you will be studying in professional development. Attach the research studies that support this content.

The team will lead the faculty in reading and discussing the strongest articles.

Discussion Questions

1. What was the research question? Were the authors trying to solve the same problem we are?
2. What were the results of the study? Were they reported in Effect Sizes? If not, how were they reported? Did the treatment benefit the sample studied? In your opinion, were the benefits substantial? Why?
3. Compare and contrast the sample studied with your own student population. Has this treatment benefited other students in previous studies?
4. Is this treatment practical for your faculty? Do you have access to trainers? Do you have sufficient time in your PD schedule to learn this treatment?
5. Does the study describe the moves of the teacher? If yes, what are they?

Designing the Process for Staff Development

Describe how training will be distributed through the year.

(For ideas for finding time go to IPDM Training Manual Part 4 pages 101- 104)

How often will you have training opportunities?

How long will they last?

How will you communicate with trainers to ensure that the theory and demonstrations meet the needs of the teachers and that practice opportunities are provided during training sessions?

Who will provide your training?

Describe how you will provide theory.

Describe how demonstrations will be included.

Describe how teachers will be given opportunities to practice.

Describe how collaborative teams will be organized.

Describe your communication plan for sharing this design with your staff.

Insert your PD calendar for your school.

List group training distributed through the year.

List times for collaborative team meetings (also called peer coaching meetings).

Plan for weekly or at a minimum bi-weekly for at least 45 minutes per meeting.

Ongoing Cycle

Training/Learning Opportunities

List the schedule for training sessions and follow-up activities that will support the delivery of theory, demonstrations, and opportunities to practice. Make sure that training is distributed through the school year and is frequent enough to address questions that arise from early implementation efforts.

Implementation

Describe what your PD content will look like when it is in place. What will be the pattern of use? What will be the quality of use? How will it differ from current practice? Will it be integrated with current practice or will it replace current practice?

How often will the teachers use this strategy/skill in the classroom? For buildings with multiple role groups, list for each role group.

Describe how will you monitor your implementation. Include how you will collect data on both the frequency and skill of use with your planned change.

Who will collect these data and at what intervals?

How will these data be shared and with whom?

How often will you compare implementation data with formative data on student responses to your planned change? Will this occur in collaborative teams, school-wide, and/or district-wide?

Collaboration

Each school will develop a plan for teacher collaboration that enables teachers to work cooperatively on learning new PD content and implementing it in classrooms.

Please describe your school's structures for collaboration (e.g., how often will teachers meet and for how long?)

How will the teams be formed?

Who will provide the structure for the use of collaboration time?

Who will set collaborative meeting agendas? What will a typical agenda include?

Describe how the building collaborative teams will communicate with the building PD leadership teams and the district-level PD leadership team?

Formative Evaluation

Formative evaluation is periodic measurement of progress toward your PD target. For example, if your PD target is the improvement of reading comprehension, your formative measure will periodically examine students' reading comprehension.

What instrument [measure(s)] will you use for your formative evaluation? (See research studies for ideas on how to measure student progress and how to determine frequency of data collection.)

How often will this measure be administered?

Will it be administered to all students or a sample of students at each data collection point?

How will results be shared with faculty?

See Part 4 page 15 for questions to ask of Implementation and Student Growth Data.

Summative Evaluation

Summative evaluation is primarily the task of the district; each district must report its ITBS/ITED data to the state each year and these data are used to judge the efficacy of the district's educational programs. However, it is useful at the school level to also examine ITBS/ITED results, especially for cohorts of students, as these data confirm results of earlier formative measures and provide additional information to schools about the success of their instructional programs.

Use data to answer questions:

Does this intervention work? Have we accomplished our goals for student learning?

Should we continue this initiative as is, or with changes?

Is the initiative complete?

The PD leadership team needs to decide how to organize and display the data and findings to support future planning.

High School Sample

Central High School Building Level Professional Development Plan 2004-2006

Leadership Team at Central High School

- 7 members: Principal, Asst. Principal, and five department chairs
 - Meets bi-weekly for 60 to 90 minutes
 - Initially, led planning for PD Plan, with special focus on identifying appropriate content and research base, designing formative data collection plan, and organizing collaborative teams. Currently, plans PD sessions in conjunction with trainers and teachers; data analysis and facilitation of data collection and analysis by collaborative teams; feedback to faculty on emerging results.
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Data for Central High School

We examined all our data when discussing our priorities. These findings were most influential in determining our PD target.

- District reading comprehension mean scores on ITBS/ITED at state trajectory
- Mean scores for reading comprehension below state trajectory for low SES students (14 percentile points) and IEP students (29 percentile points)
- Twelve percent of non IEP and Low SES students are between the 41st and 50th percentile on reading comprehension.

Professional Development (PD) Target for Central High School

(District PD target is also reading comprehension.)

- Increase reading comprehension scores on ITED by 10% for all non IEP and Low SES students, with special emphasis on those students between the 41st and 50th percentile.
- Increase reading comprehension scores on ITED by 15% for IEP and Low SES students.

Content for PD at Central High School

- Reciprocal Teaching for all content area classes
- Intensive Reading classes for students with reading comprehension scores below the 41st percentile

Two major studies on Reciprocal Teaching are attached to this document. The faculty has read and studied them together and is aware of other studies showing positive effects for this treatment. [Note: Reciprocal Teaching has had positive effects on reading comprehension when measured by experimenter-made tests but often has failed to translate into results on standardized tests. The Leadership Team will work with the trainer to ensure that practice and application include the types of tasks required by the ITED.]

Intensive reading classes will use Second Chance Reading; reports of this program's effectiveness with struggling readers are attached to this document.

While training in Reciprocal Teaching will involve all content area teachers, training in Second Chance Reading will involve only those teaching the intensive reading classes.

PD Design for Central High School

- Five PD days will be devoted to learning Reciprocal Teaching (three before school starts and two additional days during the academic year.)
- Training will focus on four basic monitoring strategies (generating questions, summarizing, clarifying, predicting) as well as guided practice and the collaborative work essential for Reciprocal Teaching.
- Each session will include theory and research on the strategies being learned, demonstrations of the strategy and opportunities for practice through peer teaching and lesson development.

Provider

- The local AEA will be our provider of record and will provide technical assistance on the design and implementation of our PD program.
- An external trainer, in conjunction with AEA staff, will provide training in Reciprocal Teaching, and Second Chance Reading training will be provided by the AEA, who will hire a trainer for multiple districts using this program.
- Second Chance Reading training for three teachers will be provided by the AEA. That training is described elsewhere.

Learning Opportunities for Central High School

- In addition to the five days of training in Reciprocal Teaching, four early release days during the year will be devoted to additional training and problem solving on this content.
- Collaborative teams will devote three hours a month to development of lessons and materials for use with Reciprocal Teaching. (The fourth meeting is devoted to analysis of formative data, logistics, etc.)

Implementation Plan and Monitoring of Implementation for Central High School

The expectation is that all teachers will use Reciprocal Teaching when working with text. Because some classes use text much more intensively than others, each department is working on its optimal implementation plan. For example, the English department's goal calls for two to three lessons per week, while the art department's plan is for one lesson every other week.

Monitoring the Implementation: All teachers will keep a log detailing their weekly use of Reciprocal Teaching. (The Leadership Team is presently finalizing that form.) Logs will be turned in at weekly Collaborative Team meetings and the chairs of those teams will forward logs to the Leadership Team. While team leaders will discuss with their teams any discrepancies between their intended and actual implementation, the Leadership Team will provide feedback to the staff at the monthly faculty meeting on their frequency of implementation.

The principal will conduct regular walkthroughs (to include all faculty at least once a month) and provide his checklists to the Leadership Team for tabulation.

The District Curriculum Director and two AEA staff members (all assisting with training) will observe lessons to determine fidelity of the implementation of Reciprocal Teaching. All teachers will be observed twice during the academic year.

Frequency and fidelity data will be combined to rate each teacher high, medium or low with respect to their implementation plan. These ratings will be used by collaborative teams to compare implementation with student progress on formative measures and by the Leadership Team when determining the effects of the program.

Collaborative Teams at Central High School

- Teams were formed by department, with the exception of English and Math, each of which were divided into two teams.
- Teams meet weekly for an hour
- The Leadership Team, in conjunction with trainers, has developed a structure for Collaborative Team work.

Formative Data Collection and Analysis/Central High School

- The Jamestown Publishers *Timed Readings* will be administered by-weekly in all classes. These tests require between five and ten minutes to administer and will provide on-going feedback on student comprehension progress.
- Two forms of the Gates-MacGinitie Reading Tests will be administered to all students, form S in September and form T in January. These tests are similar in format to ITED and should provide a good prediction of how our students will perform on the ITED in April.

Summative Data Collection and Analysis/Central High School

- All students will take the ITED in April.
- The district will use these data in reporting educational progress to the state, but Central High School will examine these data to make judgments about the efficacy of our PD program.